



Year 9			
Term 1: Autumn	Term 2: Spring	Term 3: Summer	Age Related Expectations (ARE)
Suffrage: The extension of the vote to working men and women Purpose: - The purpose of this unit is to track the narrative of how, in 1800, very few people in the UK had the vote, to universal suffrage in 1929. - This unit tracks how more areas of the UK were able to elect MPs, then more working men were able to vote, then some women, than all people 21 and over. - Along the way we learn about the development of trade union and suffrage societies, and explore the role of these in the increase in working rights and enfranchisement. - It is being taught now, (Y9 HT1), as it builds on the chronology of KS3 History, which is a 1000 year spread. Overview of the knowledge and skills covered in this unit: - The concept of suffrage, the Peterloo massacre, the Luddites and the Swing	The long and short term causes of the First World War and the experiences and the aftermath of the First World War Purpose: - This unit explores the narrative of the contributing factors of the outbreak of the First World War, and the experience of British and Empire soldiers in the first mechanised conflict of its kind. - We look at nationally significant topics, such as the Christmas Truce, conscientious objectors, and remembrance. - This unit builds on the political and social history of Unit One, and picks up the narrative of 'modern' history. Overview of the knowledge and skills covered in this unit: - The long term causes of the First World War - Militarism, Alliances, Imperialism, Nationalism. - The short term causes - the assassination of Archduke Franz Ferdinand.	Interwar Europe, the popularity of communism and fascism and the rise of dictators Purpose: - This unit picks up the chronological thread from the end of the First World War; we explore how some areas of the UK felt the after effects of WW1 more than others, and the impact of the decline and development of different industries. - The purpose of this is to explore why the disaffected in society may be attracted to more extreme political ideologies, and to place current UK political parties on the spectrum. - We look at case studies of nations that were ruled by fascism and communism so that students can see what the lives of people living under dictatorial rule was like. - Lastly, we explore how extreme ideologies can lead to conflict, particularly fascism. This then sets the context for the last unit of Year 9 - Shoah (The Holocaust) which is	Change, continuity, similarity, difference - Analyse the impact of change and continuity, and similarity and difference. - Identify periods of change and look at trends of change. - Evaluate the importance of change and continuity. Significance Compare and analyse events to determine relative significance. Cause and consequence - Create an extended piece of writing of the causes and consequences of an event. - Evaluate the



Rioters. • The Chartist Movement, the Parliamentary Acts of Reform and the extension of the franchise. • The perceptions of women in the 1800s and the creation of the female suffrage movement. • The Match Girls. • The Women' s Societies. • The traditionalist and revisionist interpretations of the death of Emily Wilding Davidson. • The role of the First World War and the enfranchisement of women.	• Methods of recruitment and propaganda. • A local history study of the Bradford Pals battalions. • The role and experiences of British Empire soldiers. • Trench warfare. • The 1914 Christmas Truce and the Sainsbury's interpretation of this event. • Mental health during the First World War and the case study of Harry Farr. • The Battle of the Somme and interpretations of Sir Douglas Haig. • Conscientious Objectors • The Armistice and the Treaty of Versailles.	a statutory National Curriculum requirement. Overview of the knowledge and skills covered in this unit: • The varying experiences of life in post war Britain; the hungry and not so, 1930s. • Identifying features of democratic and dictatorial rule. • Key features of left and right wing political thinking. • Life in fascist Italy and Communist Russia/Soviet Union. • Reasons for the attraction to extremist political ideas. • The popularity of National Socialism in Germany, and Adolf Hitler. • Life in NSDAP Germany. • How fascist ideology led to the build up and outbreak of The Second World War in 1939. The Holocaust/Shoah Purpose: • This is the last unit of KS3 History, of which Shoah is the statutory requirement. • We have constructed our Year 9 curriculum so that students can understand how the rise of fascism in Germany in the 1930s and the Second World War led to Shoah.	significance. • Understand the link between causes and consequence - trigger point. Sources • Evaluate a source, and explain the impact of - Nature - Origin - Purpose • Evaluate how the provenance of a source impacts content. • Comparison of sources to look at utility. Interpretations • Explain and analyse different historical interpretations • Analyse the strength of different interpretations and how they can be challenged and supported. Knowledge and communication • Produce well planned and structured
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- We focus on historic roots and experiences of antisemitism in Europe from the Middle Ages to 1933, we look at the range of victims of Nazi persecution and explore the debates around responsibility and the response of Britain. We study this through the lens of personal stories of victims.

Overview of the knowledge and skills covered in this unit:

- What anti-semitism is, historical roots and examples of anti-semitism across Europe and England.
- Lives of Jewish people in Europe before 1933.
- Why do we use the term 'Shoah' as well as Holocaust?
- The differing victims of NSDAP persecution.
- The intentions of Jewish persecution.
- The reach of responsibility towards Shoah.
- The British response to Shoah.
- The concentration and death camp network
- Examples of Jewish resistance.
- Case study of Leon, Else and Barney Greenman.

paragraphs

- Create sustained explanations and analysis.
- Clear links to the question.

Judgement

Analyse events and their importance to develop a clear and reasoned judgement.